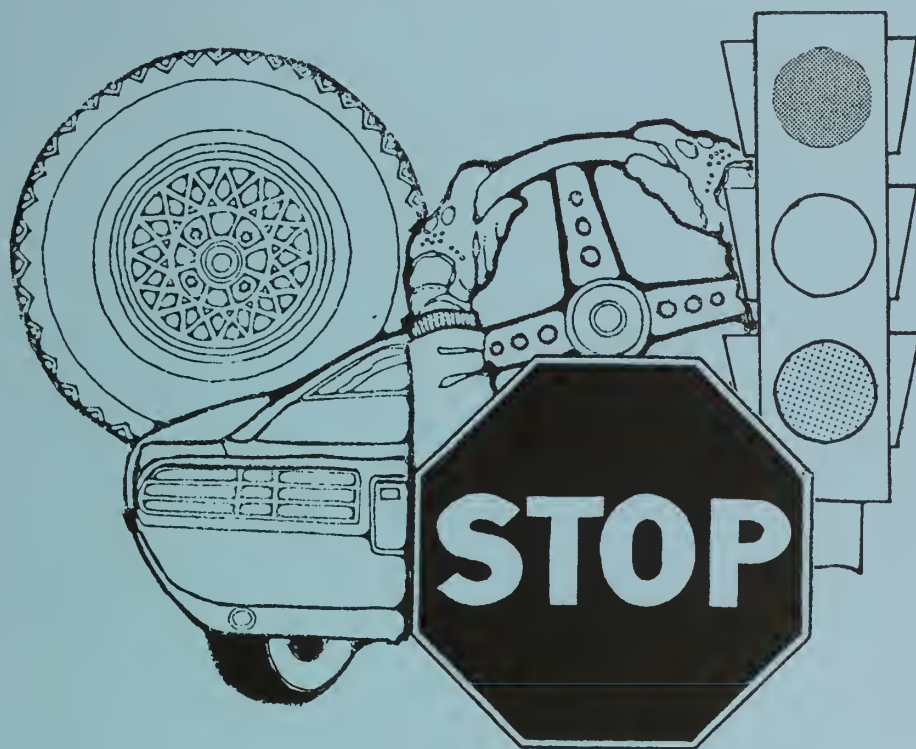


DRIVER AND TRAFFIC SAFETY EDUCATION 10



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NOTE:

This Curriculum Guide is a service publication only. The Senior High School Program of Studies contains the official statement concerning Driver Education and Traffic Safety Education. The information contained in the Guide is prescriptive insofar as it duplicates that contained in the Program of Studies. There are in the Guide, however, as well as content, methods of developing the course, suggestions for the use of teaching aids and suggestions for evaluation.

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DRIVER AND TRAFFIC SAFETY EDUCATION 10

I. RATIONALE

Most people drive a vehicle. Driving is a task that requires considerable skill and involves decision making. The primary consideration of this course is to provide students with the skills and attitudes that will make them safe drivers. The saving of life and limb and reducing the accident rate in our streets and highways is a worthy objective. At a time when automotive registrations are increasing each year and with them the number of drivers the risks of accidents are also increased. This establishes a need for a course which will equip our young people to more adequately meet the challenge encountered when driving a motor vehicle.

II. OBJECTIVES

1. To develop in students attitudes of safety, courtesy and responsibility in the operation of a motor vehicle.
2. To provide a practicum for the development of skills of driving an automobile.
3. To familiarize students with the various laws, regulations, and traffic control devices involved in driving.

III. LEARNING RESOURCES

1. Prescribed Resources:
 - a. SPORTSMANLIKE DRIVING - 3rd Canadian Edition - Canadian Automobile Association (McGraw-Hill)
 - b. BEHIND THE WHEEL GUIDE - For use with Sportsmanlike Driving (McGraw-Hill)
2. Teacher Resources:
 - a. SPORTSMANLIKE DRIVING - Teacher's Edition (McGraw-Hill)

IV. GENERAL GUIDELINES

Driver Education 10 was approved by the Minister of Education as an optional course for use in secondary schools in July 1971. The course was revised in 1981 to reflect a broader emphasis on safety education. The guidelines are outlined below and should be considered carefully prior to the implementation of the course.

1. Credits and Reporting

Credits allotted for the course will be two. Enrollments and recommendations for credits should be reported by the school in the usual manner. The school should indicate the offering of the course on its Form A.

2. Course Description

The course will consist of at least:

- a. thirty (30) hours of classroom instruction, and
- b. ten (10) hours of observation of in-car practice, and
- c. ten (10) hours of behind the wheel practice.

3. Instruction

Classroom instruction must be conducted by a certificated teacher.

In-car observation and practice may be conducted by a certificated teacher or a non-certificated individual but must comply with the Driver Training Regulations under the Highway Traffic Act. Copies are available through the Queen's Printer.

In order to conduct in-car observation and practice, a certificated teacher needs to:

- a. hold a valid Alberta Class "1" or Class "2" or Class "4" Operator's License;
- b. hold a valid Alberta Driver Instructor's License by passing an examination given by the Alberta Transportation Safety Branch covering:
 - (1) Traffic laws
 - (2) Safe driving practices
 - (3) Operation of motor vehicles
 - (4) Knowledge of teaching methods, techniques and practices.

The test can be written at an Alberta Transportation Safety Branch Office.

In order to conduct in-car observation and practice a person not holding an Alberta Teaching Certificate may qualify as a teacher aide provided that such person:

- a. Holds a valid Alberta Class "1" or Class "2" or Class "4" Operator's License;
- b. Has completed a driver training course of at least thirty (30) hours acceptable to Alberta Education and holds a valid Alberta Driver Instructor's License.

Classroom instruction, in-car observation and in-car practice should be carefully coordinated by school authorities who have the responsibility of recommending students for credits.

It is highly recommended that the certificated teacher assigned to instruction and coordination of Driver and Traffic Safety Education, even though he doesn't do the in-car portion, have a Driver Education course recognized by Alberta Education.

The Alberta Transportation Safety Branch will offer the Driver Instructor's course in various locations as demand requires. The University of Alberta offers a summer half course in Driver Education every other year or as demand requires.

4. Student Certificates for Insurance Consideration

Schools may provide students with certificates for insurance purposes upon successful completion of the course. Alberta Education will send certificates to schools on request. The principal or his designate must sign the certificate for each student to validate it. Order certificates from: Alberta Education, Curriculum Branch, Driver Education, Devonian Building, 11160 Jasper Avenue, Edmonton, Alberta T5K 0L2.

5. Student

The student involved in the Driver and Traffic Safety Education 10 must:

- a. be at least fourteen (14) years of age;
- b. possess an Operator's License or a valid Learner's Permit issued by the Motor Vehicles Division of the Department of the Solicitor General;
- c. have written consent of parent or guardian, and
- d. be enrolled in an approved High School.

6. School

The school must secure the School Board's approval in order to offer the course.

7. School Board

The School Board must:

- a. carry insurance coverage as follows:
"Passenger Capacity" - For injury or death of any one person as a result of any one accident in accordance with the provisions of the Motor Vehicle Administration Act;
- b. arrange for training cars, and
- c. finance the cost in any way deemed appropriate.

V. PROGRAM

UNIT 1: INTRODUCTION

OBJECTIVE: To ensure that students understand the objectives of driver and traffic safety instruction.

- a) To prepare a safe and efficient driver who is capable of safely participating in today's complex traffic society.
- b) To develop within a driver, an attitude of cooperation on the exercise of the driving privilege.

TOPIC	LEARNING TASKS	REFERENCES
	The student will:	
1. Historical Background	<ul style="list-style-type: none">- review driver education in:<ul style="list-style-type: none">- Canada- Alberta- Local School	
2. History of the Automobile	<ul style="list-style-type: none">- discuss the economic and social impact of the car on society, explain the sociological importance of the car	Safe Performance Driving. In The Drivers Seat.
3. Driver Characteristics	<ul style="list-style-type: none">- know the meaning and practise the following:<ul style="list-style-type: none">- sportsmanship on the road- cooperation- judgement- pre-planning- alertness	G.M. Materials: <ul style="list-style-type: none">- The Best Drivers Make It Look Easy- We Drivers
4. Driver Responsibilities	<ul style="list-style-type: none">- know:<ul style="list-style-type: none">- basic maintenance of cars- explain laws affecting the driver- rights of other road users	Ford: How to Earn the Keep of Dad's Car
5. Safety	<ul style="list-style-type: none">- develop positive safety attitudes	
6. Hazzard Percention	<ul style="list-style-type: none">- know the elements of I.P.D.E. identify, predict, decide, execute	

UNIT 1: INTRODUCTION (continued)

TOPIC	LEARNING TASKS	REFERENCES
7. First Aid	- know basic first aid procedures	St. John's Unit on First Aid from AB Transportation Safety Branch Red Cross

NOTES: Films

Three Steps to Safe Driving (Ford)
 The Final Factor (G.M.)
 U.F.O., Unrestrained Flying Objects (G.M.)
 Not Too Easy (Filmhouse Government of Ontario)

UNIT 2: THE DRIVER AND SPECIFIC ELEMENTS OF SOCIETY

OBJECTIVE: To help students understand the importance of positive attitudes in respect to others on the road.

TOPIC	LEARNING TASKS	REFERENCES
1. Relations and attitudes to:	The student will:	
i) other drivers	- practise patience and cooperation with others on the road	How to Drive, CAA
ii) pedestrians	- know and recognize the rights of a pedestrian	Power Under Control
	- treat pedestrians with respect by giving them the right of way	Safe Driving Must Be Taught, Allstate

UNIT 2: THE DRIVER AND SPECIFIC ELEMENTS OF SOCIETY (continued)

TOPIC	LEARNING TASKS	REFERENCES
iii) bicycles, scooters, motorcycles	<ul style="list-style-type: none">- recognize the rights of others to the road- develop habits of caution in respect to two wheeled modes of transportation	
iv) heavily loaded vehicles	<ul style="list-style-type: none">- give deference to heavy vehicles	
v) construction and repair crews	<ul style="list-style-type: none">- be patient and obey orders related to repair crews	
vi) emergency vehicles	<ul style="list-style-type: none">- know the laws pertaining to special vehicles e.g. fire, police, funerals	
vii) animals, snow-mobiles, farm equipment, rail-way crossing	<ul style="list-style-type: none">- know the law in respect to animals and farm equipment- develop an attitude of awareness in the presence of animals near and on the road	

NOTES: Filmstrips

Adjusting to the Changing Scene, Advanced Driver Series (Ford)

Films

Survival (G.M.)

Safety Times Three (G.M.)

UNIT 3: DRIVING TECHNIQUES

OBJECTIVE: To help students develop the skills and habits required for a safe and efficient driving performance.

TOPIC	LEARNING TASKS	REFERENCES
1. Predriving habits	<p>The student will:</p> <ul style="list-style-type: none"> - adjust the driver's seat - lock the doors - adjust the rear-view mirror - adjust the outside mirror - fasten seat belt - adjust ventilation 	
2. Starting, stop-ping, backing up	<ul style="list-style-type: none"> - know how to start the engine - know how to put the car in motion - learn to stop smoothly - develop skill in backing a vehicle - become aware of hand signals 	<p>"Power Under Control"</p> <p>"Safe Performance Driving"</p> <p>"Driver Education"</p> <p>"In The Driver's Seat"</p>
3. Turns	<ul style="list-style-type: none"> - perform left and right intersection turns - perform U-turns - be familiar with a 3-point turn for use on narrow streets 	
4. Passing	<ul style="list-style-type: none"> - be aware of the hazards of passing - learn the road markings for passing 	

UNIT 3: DRIVING TECHNIQUES (continued)

TOPIC	LEARNING TASKS	REFERENCES
5. Parking	<ul style="list-style-type: none">- know when and when not to change lanes- develop skill in angle parking- develop skill in parallel parking- practise parking against a curb- know the correct position of the front wheels in uphill parking- know the correct position of the front wheels in downhill parking	Avoid Rear End Collisions (Allstate)
6. Hills and Curves	<ul style="list-style-type: none">- know safe driving techniques and strategies on hills and curves	
7. Positioning a Vehicle in Traffic	<ul style="list-style-type: none">- know safe following distances- know safe stopping distances	
8. Traffic Circles	<ul style="list-style-type: none">- identify the correct entry and exit procedures	

NOTES: Students may use steering model, brake reaction detonator, magnetic traffic board. The instructor may wish to give parking demonstrations.

Behind the Wheel Guide for Sportsmanlike Driving (Student workbook).

UNIT 4: THE DRIVER AND SOCIETY

OBJECTIVE: To develop an understanding of existing traffic laws, of the citizen's responsibilities to laws and society, and to encourage voluntary observance of the laws.

TOPIC	LEARNING TASKS	REFERENCES
	The student will:	
1. Traffic laws	- know traffic laws and reasons for their existence	Motor Vehicle Administration Act
2. Traffic control devices	- know the significance of all traffic control devices and signs	Criminal Code of Canada
3. Law enforcement	- be aware of provincial law enforcement regulations	Highway Traffic Act
4. Natural laws	- demonstrate a knowledge of the effect of the following natural forces on driving ability: <ul style="list-style-type: none">- fatigue- gravity- centrifugal force	Public Service Vehicle Regulations Local City Regulations and Bylaws
5. Safe automobile	- understand why he/she should always drive a mechanically and ecologically safe automobile <ul style="list-style-type: none">- pollution- economy- tune-up	Uniform Vehicle Code - Queen's Printer
6. Insurance	- have a knowledge of the basic insurance requirements in the province of Alberta	Alberta Insurance Act

NOTES:

UNIT 5: THE INDIVIDUAL DRIVER

- OBJECTIVES: 1. To apply pertinent psychological principles to the development of desirable attitudes.
2. To demonstrate to the student that physical qualities are vital factors in driving.
3. To demonstrate to the student that some physical handicaps can be compensated for by other means.

TOPIC	LEARNING TASKS	REFERENCES
1. General characteristics that affect driving	The student will: - be aware of the effect of the following on one's driving: - emotional state - physical being	
2. Physical defects	- be aware of the effect of the following physical defects on one's driving: - sight - color blindness - hearing loss - loss of limb	Optics & Wheels - G.M. The Eyes Have It - Ford
3. Fatigue and Stress	- understand the effects of mental attitudes on driving ability and the effects on fatigue and stress on these attitudes	
4. Alcohol	- be aware of the effects of alcohol on driving ability	
5. Drugs	- be aware of the effects of drugs on driving ability	
6. Maturity	- develop a mature attitude toward judgement in traffic decisions and traffic analysis	

NOTES: Classroom Equipment

Portable Reaction Time Test
 Distance Judgement and Vision Test
 Color Vision Test
 Field of Vision

UNIT 6: THE DRIVER AND THE CAR

- OBJECTIVES:
1. To develop an understanding of the basic mechanical principles and recognition of essential maintenance needs, to make a vehicle mechanically and ecologically safe.
 2. To acquaint the student with the economics of buying a car by considering its condition, value and cost.
 3. To acquaint the individual with various types of insurance and legal involvements.

TOPIC	LEARNING TASKS	REFERENCES
	The student will:	
1. Buying a new or used automobile	<ul style="list-style-type: none">- have a basic knowledge of:<ul style="list-style-type: none">- budgeting- transportation needs- mechanical defects- contracts	
2. Ownership	<ul style="list-style-type: none">- be aware of the economics of ownership:<ul style="list-style-type: none">- cost operation- upkeep- capital cost- insurance- warranties- trade-in values- leasing	
3. Basic operation	<ul style="list-style-type: none">- be aware of the basic operation of automobile systems	
4. Preventive maintenance	<ul style="list-style-type: none">- understand basic preventive maintenance<ul style="list-style-type: none">- safety checks	
5. Trip planning	<ul style="list-style-type: none">- know the essentials for planning a trip	
6. Fuel conservation	<ul style="list-style-type: none">- know the various fuels available for automobile combustion<ul style="list-style-type: none">- gasoline- alcohol- liquid gas- diesel	

NOTES:

UNIT 6: THE DRIVER AND THE CAR (continued)

TOPIC	LEARNING TASKS	REFERENCES
7. New developments	<ul style="list-style-type: none"> - be aware of the constant research and development for new sources of power for the automobile - electric - steam 	

NOTES:

UNIT 7: CONDITIONS AND DRIVING SKILLS

- OBJECTIVES:
1. To acquaint students with the techniques used by safe drivers regardless of hazardous conditions.
 2. To acquaint students with the conditions to be encountered and the driving procedures to be followed in the three main environments - country, city and freeway.
 3. To acquaint students with the special techniques needed for operating loaded vehicles, trailers, powered cycles, recreational and other vehicles.

TOPIC	LEARNING TASKS	REFERENCES
1. Review	<p>The student will:</p> <ul style="list-style-type: none"> - review safe driving techniques - standard practices 	
2. Hazardous road conditions	<ul style="list-style-type: none"> - know safe driving techniques for hazardous road conditions 	
3. Hazardous weather conditions	<ul style="list-style-type: none"> - know safe driving techniques for hazardous weather conditions 	

NOTES:

UNIT 7: CONDITIONS AND DRIVING SKILLS (continued)

TOPIC	LEARNING TASKS	REFERENCES
4. Reduced visibility	<ul style="list-style-type: none">- know safe driving techniques for conditions of reduced visibility- night- dusk- dawn	
5. City driving	<ul style="list-style-type: none">- know the hazards of city driving	
6. Country driving	<ul style="list-style-type: none">- know the hazards of country driving	
7. Freeway driving	<ul style="list-style-type: none">- know the hazards of freeway driving	
8. Driving loaded vehicles	<ul style="list-style-type: none">- be aware of the problems involved with driving a loaded vehicle	
9. Animals	<ul style="list-style-type: none">- know the hazard of having animals in a moving vehicle	
10. Other vehicles	<ul style="list-style-type: none">- be aware of the special problems in driving other vehicles:- recreational	

NOTES:

UNIT 8: THE TRAFFIC ACCIDENT: BEFORE, AT THE SCENE AND AFTER

- OBJECTIVES:
1. To acquaint students with the various ways in which human error, mechanical failure, road conditions and engineering lead to traffic accidents and economic loss.
 2. To acquaint students with various accident scenes and the responsibilities of those directly and indirectly involved.
 3. To acquaint students with the personal and societal consequences of traffic accidents.

TOPIC	LEARNING TASKS	REFERENCES
1. Traffic accidents	The student will: <ul style="list-style-type: none">- know the causes of traffic accidents:<ul style="list-style-type: none">- human error- mechanical failure- road conditions	
2. At the scene	<ul style="list-style-type: none">- be aware of what assistance to provide at the scene of a traffic accident	
3. Consequences of accidents	<ul style="list-style-type: none">- understand the consequences of accidents to the people involved and to society	
4. Winter survival	<ul style="list-style-type: none">- know how to survive in extreme winter conditions<ul style="list-style-type: none">- carbon monoxide poisoning- hypothermia	

NOTES:

UNIT 9: NEW APPROACHES TO REDUCTION OF TRAFFIC ACCIDENTS

OBJECTIVE: To acquaint students with what has been done and what is being done to reduce traffic accidents through education, safety standards, and engineering design.

TOPIC	LEARNING TASKS	REFERENCES
	The student will:	
1. Defensive driving	- know the techniques of defensive driving	
2. Driving decisions	- practise decision making under various conditions and stresses	
3. Emergency maneuvers	- know what to do in an emergency situation: - skidding on ice	
4. Safety devices	- learn the proper uses of safety restraint systems - seat belts - padded dash - air cushions	
5. The superior driver	- know the qualities of a superior driver and emulate them	
6. Enforcement of regulations	- be aware of the types of enforcement of regulations - check stop - radar trap - air patrol - selective enforcement	

NOTES:

UNIT 10: MOTORCYCLING (Optional)

- OBJECTIVES:
1. To develop an understanding of the basic handling characteristics of motorized two wheeled vehicles.
 2. To acquaint the student with the basic mechanical principles and maintenance needs of motorized two-wheeled vehicles.
 3. To acquaint the student with the legal aspects of ownership and operation of such vehicles.
 4. To develop in the student a consciousness of the need for conspicuity and defensiveness in the operation.

TOPIC	LEARNING TASKS	REFERENCES
	The student will:	
1. Development	- be aware of the historical development of the motorcycle	Motorcycle Rider's Handbook (Canada Safety Council).
2. Basic motorcycle systems	- understand the basic systems: <ul style="list-style-type: none"> - fuel - cooling - transmission - drive train 	Motorcycle HelmetsWho Needs Them? (Transport Canada). Alberta Highway Traffic Act.
3. Basic operating procedures	- know how to operate a motorcycle safely	Alberta Operators Manual.
4. Basic preventive maintenance	- know how to maintain the machine	Community resources
5. Protective riding gear	- understand the reasons for protective riding gear: <ul style="list-style-type: none"> - clothing - equipment 	- dealers - instructors - mechanics - insurance underwriters - police dept.
6. Being seen (conspicuity)	- know what procedures to use to be seen by others on the road	Motorcycle Safety Information Kit (Motorcycle Safety Foundation USA).
7. Defensive operation	- know the techniques of defensive driving	Publications and Materials (Motorcycle Safety Foundation USA).
8. Evasive action	- know what to do in handling emergencies	

UNIT 10: MOTORCYCLING (continued)

TOPIC	LEARNING TASKS	REFERENCES
9. Passengers	- know the procedures for carrying passengers	Riding Tips for the Motorcyclist (Motorcycle Safety Foundation USA).
10. Group riding	- know the regulations and safe procedures for group riding	
11. Physical fitness	- know importance of physical fitness to safe riding	Motorcycle Rider Course Instructor's Guide (American Automobile Assoc.).

NOTES:

VI. ADDENDA

1. BASIC GUIDE FOR DRIVER EDUCATION IN-CAR SESSIONS

In-Car Session #1

1. Check student's operator's license.
2. Preparation of vehicle:
 - vehicle clean, equipment working. Have student assist in vehicle check-out - lights, signals, etc.
3. Proper entering of a vehicle - curb side if parked on a roadway (always check for traffic before opening door, etc.).
4. Student seated behind wheel.
5. Lock all doors.
6. Adjust seat and head restraint.
7. Fasten and adjust passenger restraining system.
8. Adjust rear view mirrors.
9. Acquaint student with all vehicle controls - operational controls, protective system, safety devices and controls, comfort system, communications system.
10. Clutch down (manual shift).
11. Check gear shift for neutral (manual shift)
Quadrant for park or neutral position (automatic).
12. Set choke (automatic or manual), turn on the ignition and start the engine.
13. Put right foot on the brake.
14. Select proper gear position.
15. Release park brake.
16. Use proper hand position on steering wheel - 10/2 or 9/3.

17. Practise starting and stopping until student gets control of the vehicle pulling slightly out from the curb and back safely and properly.
 - a) have student look well ahead along curb lane
 - b) steer gently toward curb while moving slowly
 - c) straighten car along curb, without scuffing tires, by looking well ahead in the curb lane.
18. Pulling away from the curb:
 - a) check mirror
 - b) shoulder check to the left
 - c) hand signal left and electrical signal when on right side two-way street (when on left side of one-way street, give right electrical signal)
 - d) shoulder check again
 - e) move foot off brake and over to accelerator
 - f) accelerate gently and move out, steering left
 - g) look well ahead in intended driving lane and steer accordingly.
19. Practise short, straight drives to establish steering habits. Student looks well ahead of vehicle with light grip on steering wheel.

In-Car Session #2

1. Repeat basics of lesson #1
 - a) basic habits and checks
 - b) starting and moving the vehicle
 - c) short drives with practise stops and starts
 - d) watch steering habits, use of mirror and shoulder checks, and signal sequence
 - e) practise pulling along curb, smooth stops at designated points and general steering control.

2. Introduce cornering procedures

- right and left turn.

Right turns - uncontrolled intersection - Get into right turning lane approximately half a block from the intersection or as traffic conditions will permit. Slow to appropriate speed and signal turn. Approach intersection one to one and one half metres from the right curb (check intersection for approaching traffic and stop if necessary). As intersection is approached start steering right when the front wheels reach the point where the curb begins to curve. Use the hand over hand technique when steering around corner. When vehicle reaches a position where driver can see along the street into which they have turned (about a 45 degree angle to the curb) stop steering momentarily then straighten wheels by steering to the left (hand over hand) as student concentrates on looking up and for a considerable distance ahead along the street turned into.

Left turns - (two-way streets) - uncontrolled intersection - After proper checks (mirror and left shoulder check) signal left and move safely into left turn lane (lane immediately to the right of the centre line, marked or unmarked) at least half a block before the intersection (traffic conditions permitting). Adjust to appropriate speed for proper vehicle control. Signal left about one third of a block (30 metres) back from the intersection. As intersection is approached check for traffic left and right and for opposing traffic. Initiate turn from a point about one lane width from centre of intersection. If there is oncoming traffic, stop the car and yield at this point with front wheels straight. Continue the left turn with gentle hand over hand steering to the left to bring the vehicle into the lane as close as practical to the right of the centre line. Look up along the desired lane of travel and straighten wheels by steering as much as necessary to the right.

NOTE: The key to good steering recovery after turns, both left and right, is to ensure that the student has a light, but adequate grip on the steering wheel and looks well ahead of the vehicle. This of course also applies to straight-ahead driving.

- a) proper positioning of the vehicle for turns - right and left
- b) proper approach to intersection - slow - signal sequences
- c) proper turning point at intersection

- d) hand over hand steering technique
- e) steering recovery during and after turn.

In-Car Session #3

1. Review basics of lesson #1

- a) proper entering and seating
- b) proper adjustments and vehicle operating components
- c) proper use of mirrors, shoulder check and signals
- d) entering the traffic flow
- e) starting and stopping - smoothly - at curb, etc.

Review and practise cornering - right - left

- a) watch for slow-signal turning
- b) practise safe lane changes with right and left turns
- c) watch for steering weaknesses - straight drive and corner recovery. Remember - light grip on wheel, look well ahead, keep eyes moving
- d) balance of lesson on basic backing procedures - straight line backing with right and left movement.

Backing Procedure - Good vehicle and steering control is basic to any backing exercise - particularly such maneuvers as parking, backing out of or into the garage or turning the vehicle around.

- i. Stress the importance of checking behind and under the vehicle before backing particularly when it has been parked, unattended, for awhile.
- ii. Stress the importance of body position and driver visibility for good vehicle control while backing.
- iii. Engage reverse position on quadrant. Have student turn body partly to the right with right arm over seat or resting on back rest of seat while holding steering wheel (with wheels straight) at 12 o'clock with left hand.

- iv. First practise straight backing to familiarize student with body position, hand position and slow vehicle movement (walking speed).
- v. Instruct student in how to steer by explaining that the steering wheel is turned in the direction you want the rear end of the car to go - just as in forward motion.
- vi. After a few straight runs have student practise a one quarter turn to the left - then straighten; to right - then straighten.
- vii. When student seems to have grasped the idea of backing, introduce right angle backing to the left and right.

In-Car Session #4

- 1. Review basic habits:
 - a. Entering vehicle and proper adjustments, etc.
 - b. Smooth starts and stops.
 - c. Proper use of mirrors and signal sequences.
- 2. Review lane changing and turns:
 - a. Watch for weaknesses in signalling, use of mirrors, steering, and vehicle positioning.
 - b. Introduce to light to moderate traffic for lane driving and turns.
- 3. Review backing:
 - a. Practise backing on 90 degree turns.
 - b. Watch for vehicle control and good steering recovery.
- 4. Introduce student to one-way streets if possible:
 - a. Practise proper positioning of vehicle.
 - b. Check on proper lane changing.
- 5. Finish lesson with normal drive in medium traffic:
 - a. Practise passing and being passed.

In-Car Session #5

1. Review basic habits.
2. Review all areas taught in first four lessons.
3. Finish lesson with a review of backing procedures.

In-Car Session #6

1. Review basic habits of entering vehicle and adjustments.
2. Review lessons 1 through 5:
 - a. concentrate on weak areas of driving
 - b. improve and polish backing techniques.
3. Introduce hill driving:
 - a. starting and stopping on hills
 - b. parking at curb - uphill, downhill
 - c. practise use of park brake
 - d. practise uphill, downhill parking at curb
 - e. practise simulated hill parking at curb.

Starting and Stopping on Upgrade

- i. When stopping on upgrades explain need for lighter braking.
- ii. Explain and practise holding of vehicle on an upgrade by proper brake pressure.
- iii. When starting off on upgrade ensure vehicle does not roll back during transfer of foot from brake to accelerator.
- iv. Teach student the proper use of park brake when starting on upgrades.

Parking at Curb - Uphill Two-Way Street

- i. Pick out suitable curb area at which to park.
- ii. Move into proper lane.

- iii. Approach parking space by driving along curb without brushing tires (out about 15 centimetres).
- vi. Stop vehicle smoothly along curb, shoulder check left, then turn steering wheel slightly left before stop.
- v. Engage reverse gear position or neutral.
- vi. Allow vehicle to roll gently back under brake control while turning steering hard to left until curb is touched.
- vii. Engage park position (low or reverse on gear shift vehicle) holding foot on brake.
- viii. Apply park brake.
- ix. Turn off ignition and remove keys.

It is a good idea at this point to have student get out of the car (curb side) and check the positioning of front wheels. Explain why this procedure is followed.

Pulling Away from Curb

- i. Start the motor, with right foot firmly on brake.
- ii. Engage forward gear.
- iii. Release park brake.
- iv. Make useful mirror and shoulder checks.
- v. Signal left (hand and electrical).
- vi. Accelerate to move vehicle out from curb.
- vii. Straighten steering wheel and proceed.

Before starting out explain to student that left steering is not necessary as front wheels are already pointing left.

Parking at Curb - Downhill; Two-Way Street

- i. Pick out suitable curb area at which to park.
- ii. Move into proper traffic lane.
- iii. Approach parking space by driving along curb without brushing tires (out 15 centimetres).

- iv. Stop vehicle smoothly along curb with appropriate stop signal.
- v. Allow vehicle to move gently forward under brake control while turning steering wheel slightly left then fully to right until curb is gently touched.
- vi. Engage park position (low or reverse gear on gear shift vehicle), apply park brake.
- vii. Turn off ignition and remove keys.

Again, it is a good idea to have student get out (curb side) and see how the wheels are resting against the curb to prevent vehicle from rolling.

Pulling Away from Curb

- i. Start the motor.
 - ii. Engage reverse position.
 - iii. Release park brake.
 - iv. Check to rear.
 - v. Accelerate gently back while steering left to straighten wheels.
 - vi. Stop the vehicle.
 - vii. Engage "Drive" position.
 - viii. Check mirror and shoulder check.
 - ix. Signal left (hand and electric).
 - x. Move forward while steering left to enter driving lane.
4. Finish lesson with general drive in medium/heavy traffic- introduce highway and freeway driving, if possible, including 12 second and 2 second rules (for viewing and following distance).

In-Car Session #7

- 1. Review basic habits - without assistance if possible.
- 2. Review basics of all previous lessons.

- a) Concentrate on student traffic awareness - planning and vehicle control ability. Have students do this review without assistance - let students make (safe) mistakes, then tactfully correct.

Introduce angle parking:

- a) Explain procedure for entering and leaving angle park.
- b) Explain and/or demonstrate cues for steering.
- c) Stress importance of proper positioning and vehicle control.

Angle Parking - Two-Way Street

- i. Pick out suitable place for angle parking - space available, vehicles to practise on and light traffic.
- ii. Approach parking space in proper lane one to two metres from the rear of vehicles already angle parked.
- iii. Adjust speed to slow pace after checking traffic to rear.
- iv. Signal sequence right.
- v. When front of vehicle reaches parking space, move forward slowly and start steering right when student can see along side of vehicle already parked through right bottom corner of windshield or forward part of side window.
- vi. Check for vehicle clearance of vehicle parked to left (if any) and for clearance with vehicle on the right.
- vii. Look straight into parking stall and straighten steering wheel.
- viii. Continue slowly until vehicle front wheel lightly touches curb.
- ix. Stop vehicle, engage park position, set park brake and turn off motor.

Backing Out of Angle Park

- i. Start motor.
- ii. Engage reverse.
- iii. Release park brake.

- iv. Student looks and checks rear.
- v. Back up straight for about a metre and stop (this creates vehicle movement which warns approaching traffic).
- vi. Check to right rear for traffic through rear portion of side windows.
- vii. When clear continue straight back.
- viii. Steer right when student can see past the rear end of vehicle parked on the left, well down closest traffic lane.
- ix. Continue backward steering to right but checking for left front clearance of the vehicle parked on the left.
- x. When sure vehicles left and right are cleared and safe to proceed move back into driving lane and straighten wheels before coming to a stop.
- xi. Engage drive position and proceed forward.

4. Introduce Parallel Parking

- a) This should be an introduction only by way of demonstration or guided practice in a well advanced student.

Parallel Parking - Two-Way Street

- i. Pick a suitable area for practising parallel parking.
- ii. Explain concepts to student using diagram.
- iii. Approach parking space slowly and in proper lane about one metre out from parked vehicles.
- iv. Give stop signal by hand.
- v. Pass space slowly and gauge for size.
- vi. Stop beside vehicle behind which it is intended to park with rear bumper in line with rear bumper of parked vehicle.
- vii. Scan around vehicle and then check for traffic to the rear.
- viii. Engage reverse and position body for backing.

- ix. Back slowly while steering hand over hand to the right until just before vehicle reaches a 45 degree angle with the curb or parked vehicle.
- x. Continue backing slowly and straighten vehicle.
- xi. Continue backing at desired angle until right front of vehicle is in line with rear end of parked vehicle.
- xii. Stop vehicle and check for position.
- xiii. Continue to back slowly while steering to the left.
- xiv. Straighten wheels when vehicle is almost parallel with the curb.
- xv. Check to rear to avoid striking vehicle behind.
- xvi. Engage forward drive.
- xvii. Move gently forward and centre vehicle equidistant between the vehicle in front and the one behind.
- xviii. Engage park position.
- xix. Apply park brake, switch off motor and remove keys from ignition.

Pulling Out of Parallel Park

- i. Start motor.
- ii. Engage reverse.
- iii. Release park brake.
- iv. Look to rear and move gently straight back.
- v. Stop before touching vehicle to the rear.
- vi. Look forward and engage drive position.
- vii. Check traffic to left rear.
- viii. Signal left (both hand and electrical).
- ix. Move gently forward while steering hard to left.
- x. Check left rear traffic again.

- xi. Continue moving out.
 - xii. Straighten steering to right when sure front parked vehicle is cleared and continue along right hand driving lane.
5. End lesson with a drive through medium/heavy traffic.

In-Car Session #8

1. Review all basic habits.
2. General drive through medium/heavy traffic.
 - a) Plan short drive to include most techniques taught in previous lessons - simply direct students and do not assist unless absolutely necessary. Let student learn by doing and by making mistakes (safely).
3. Introduce traffic circles if applicable.
 - a) Review legal right of way in circles.
 - b) Explain proper path through circles by diagrams.
 - c) Explain signalling procedures in traffic circle and why.
 - d) Stress need for shoulder checks before leaving, etc.
4. Entering traffic circle and going straight through or turning left.
 - a) Approach circle in inside (left) traffic lane.
 - b) Signal left at near approach to circle.
 - c) Observe yield sign and yield to all traffic in the circle approaching from the left.
 - d) Check signals, speed and position of approaching vehicles.
 - e) When safe enter circle, moving to inside traffic lane while signalling left.
 - f) Signal sequence right when between exit you wish to take and previous exit.
 - g) Check rear view mirror and shoulder check to the right.
 - h) When safe, exit in the same (inside) traffic lane.

5. Practise parallel parking.

- a) Teach proper approach and stopping.
- b) Explain need for slow movement.
- c) Teach proper steering - to 45 degree angle, then straight.
- d) Teach cue point for steering into parking.
- e) Teach proper straightening of wheels and centering of vehicle.
- f) Teach proper procedure for leaving parking area and entering traffic stream.

In-Car Lesson #9

- 1. Review all basic habits.
- 2. Review all previous lesson material.
 - a) Make sure to include backing and hills.
 - b) Be alert for areas of weakness and concentrate on these.
- 3. Spend balance of lesson in medium/heavy traffic
 - a) Teach good visual habits, 360 degree viewing.
 - b) Concentrate on spotting potential danger areas.
 - c) Student should practise commentary driving.
 - d) Re-stress the 12 second viewing system and 2 second following distance.
- 4. Rural highway or freeway driving if possible.

In-Car Lesson #10

- 1. Review basic habits.
- 2. Review any weak areas in student driving.
- 3. General drive through a well selected area of traffic. This area should include a good mixture of traffic signs and signals, competitive and opposing traffic, several different turning areas, one-way streets, hills, angle and parallel parking.

4. Watch student reaction to changing traffic scene.

- a) Stress importance of distance viewing.
- b) Concentrate on 12 second viewing system and the 2 second following distance.
- c) Have student practise commentary driving.
- d) Cover all basic defensive driving techniques.

2. INDIVIDUAL STUDENT RECORDS

District/County of No.

STUDENT DRIVER EDUCATION SCHOOL

INDIVIDUAL STUDENT RECORD

Student's Name

Birth Date Age Grade

Name of Parent or Guardian

Address

Residence Location

Telephone Date Consented

License (Type) No. Condition No.

Approved By Instructor

3. LEARNING RESOURCES

The following is only a partial list of resource materials available. For a more comprehensive list see "Resource Guide for Driver Education".

Obtain the Guide from:

Alberta Education
11160 Jasper Avenue
Edmonton, Alberta
T5K 0L2

FILMS AND FILMSTRIPS

- "To See Ourselves" (Filmhouse Government of Ontario)
- "Dice in a Box" (Filmhouse Government of Ontario)
- "Defensive Driving Tactics" (Telefilm)
- "Red Light Return" (Telefilm)
- "Motorcycle Riding Tactics" (Telefilm)
- "Bicycle Safety" (Filmhouse Government of Ontario)
- "Drivers I Have Known and Hated" (Filmhouse Government of Ontario)
- "Power Under Control" (Filmhouse Government of Ontario)
- "Basic Driver Education Kit" (G.M.)
- "Signs and Lines" (G.M.)
- "Parking Tactics" (Telefilm)
- "The Car Ahead; The Crossroads Crash; The Head On Crash; Passing and Being Passed; Who's To Blame" (Alberta Safety Council)
- "The Smith System" (Ford)
- "Driving In Traffic; Rural Driving; Critical Driving Patterns" (Ford)
- "Driv'n, Drink'n and Drugs" (G.M.)
- "Alcohol and You" (Filmhouse Government of Ontario)
- "Perception of Driving Hazards" Parts 1, 2, and 3 (Shell Oil)
- "A Driver's View of Motorcycling" (AAA Foundation for Traffic Safety)
- "Licensing the Two Wheel Motor Vehicle"

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CURRICULUM GUIDE

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